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ABSTRACT

Official course content requirements for each of five levels of study of French, German, Italian, Russian, and Spanish are detailed in this booklet. Descriptions of requirements for Latin 1 and 2 are also included. Examination of the basic beliefs of education in the State of Nevada serves as the focal point leading to curriculum specifications. The course design reflects the belief that the essence of language study is to develop listening, speaking, reading, and writing skills in the target language. (RL)

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HIGH SCHOOL COURSE OF STUDY
VOLUME II

FOREIGN LANGUAGES

Prepared by Curriculum Division
PHILIP D. SMITH, JR.
Foreign Language Consultant

1963

State of Nevada
Department of Education
BYRON F. STETLER
Superintendent of Public Instruction
Carson City, Nevada

FL001 847

FOREWORD

This *High School Course of Study* is prepared and printed in accordance with the provisions of the Nevada Revised Statutes, Section 385.110, which states, "The state board of education shall prescribe and cause to be enforced the courses of study for the public schools of this state; provided: 1. That high schools may have modified courses of study, subject to the approval of the state board of education; and 2. That any high school offering courses normally accredited as being beyond the level of the twelfth grade, shall before offering such courses, have them approved by the state board of education."

This publication is the culmination of the combined efforts of many Nevada educators who have worked diligently to bring it to the present stage of completion. It is the result of the thinking and planning of teachers from the various school districts, members of the staff of the University of Nevada, and consultants from the State Department of Education. Many compromises and changes were made in the original document and the *Course of Study,* as it now stands, is the consensus of those participating in the planning. When the final revision was made, all comments were carefully considered and many changes resulted from them.

The State Department of Education expresses its sincere appreciation to everyone who helped in the preparation of this publication. Without such assistance, the job would not have been so effectively accomplished.

It is the expressed hope that each teacher will be constantly aware of the fact that this *Course of Study* represents minimum standards to be attained. Teachers are urged to exceed these minimums whenever and wherever they find it possible in the development of the curricula.

Byron F. Stetler

State Superintendent of Public Instruction.

INTRODUCTION

In 1960 the Curriculum Division of the State Department of Education began work on the first *Course of Study for Foreign Languages* since 1934; this represents the culmination of the work of the Foreign Language Course of Study Committee, consisting of foreign language educators and school administrators from all parts of the State. Members included:

Honora Anderson, Las Vegas
Paul Arenaz, Las Vegas
John Blaikie, Carson City
Santina Cangialosi, Hawthorne
Jonathan Chamberlain, Panaca
James Costa, Smith Valley
Mae Denevi, Sparks
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Marvin Roth, Reno
Gene Scarselli, Gardnerville
Wallace Smith, Hawthorne
Paul Sorenson, Las Vegas
J. Marlan Walker, Henderson
Fenton Whelan, Boulder City
Anthony Zeni, Reno

We wish to express our gratitude and appreciation to these people, to Mr. Raymond A. McGuire, former Curriculum Director, and to the many others who have given of their time and efforts to produce this *Course of Study for Foreign Languages*.

JOHN R. GAMBLE
Assistant Superintendent for Instruction

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A PHILOSOPHY OF EDUCATION

The basic beliefs of education in the State of Nevada have evolved over a period of many years. The philosophy and objectives presented reflect the educational principles upon which our school system is based and the values placed upon education by the people of Nevada.

We believe that:

A. Equal educational opportunities are to be provided for all the children of the State of Nevada.

B. The basic skills for academic achievement must be mastered by each child. This mastery is to be commensurate with the ability of the individual.

C. The dignity of the individual is to be recognized and stressed in all areas.

D. The intellectual, moral, and esthetic values of each child are to be developed to the utmost.

E. An understanding of, and a love for the cultural heritage and democratic way of life of this Nation and State are to be developed.

F. An understanding of human relationships and the development of those attitudes that are necessary for wholesome citizenship are to be evolved and stressed.

G. Opportunities for children to develop desirable mental and physical health habits are to be provided.

PHILOSOPHY

Inasmuch as we are living in a world in which all nations and peoples are daily being brought closer together, it becomes necessary for our public schools to promote better universal understanding by offering to all students the opportunity to study foreign languages.

Today foreign language study is, therefore, assuming not only an imperative, but a crucially important role.

All students shall be given the opportunity and should be encouraged to participate in the foreign language program. This participation should bring about the better appreciation and knowledge of and respect for the life and cultures of the peoples throughout the world as well as to provide students with communications skills in a second language.

OBJECTIVES

LINGUISTIC OBJECTIVES

Since the ability to communicate is the heart of modern foreign language study, initial emphasis should be on learning to communicate orally.

Learning a language is a fourfold process; hearing, speaking, reading, and writing. These four skills are closely related and largely interdependent. Speech cannot come without hearing while reading and writing are linked by the common system of representing the written word. All are governed by the structural concepts of the language itself.

1. *Hearing:* The student should understand the foreign language as it is spoken by native speakers in situations similar to his own experience.
2. *Speaking:* The student should, within his experience, develop fluency and efficiency in speaking the foreign language correctly.
3. *Reading:* The student should develop the ability to read, without conscious translation, anything within the range of what he has learned to understand and to say.
4. *Writing:* The student should be able to communicate in writing his thoughts within the range of his vocabulary.

NONLINGUISTIC OBJECTIVES

The study of foreign languages contributes to the general aims of education. Certain specific skills and attitudes which should be developed are:

1. An understanding and appreciation of foreign peoples and their cultures.
2. The encouragement of an appreciation for Americanism through the knowledge of our national heritage as it was derived from foreign backgrounds.
3. The motivation of student interest through an awareness of foreign peoples and their cultures.
4. An acquisition of an understanding of the origin and development of human speech.
5. The provision for opportunities for development of desirable study skills.

SUGGESTED SEQUENCES

The mastery of a foreign language is the acquisition of a definite set of skills. These skills require time to achieve. It is recognized that the study of a foreign language should be maintained as long as the interest, ability, and needs of a student permit.

In this light the study of a foreign language for 3 school years is considered minimal, with the desired aim a possible sequence of 6 years for able students. Accordingly, the course outlines which follow are designed to permit a school to institute a flexible but sustained sequence of foreign language study.

In the following diagrams are illustrated some of the possible foreign language sequences that can be instituted by utilizing the six levels outlined in the course content descriptions.

Linguistically talented students should be encouraged to undertake the study of a second foreign language after completing two levels of the first. A very few especially talented students may even be able to undertake a third. Students should be discouraged from undertaking a single year's study of a modern language.

THE LEVEL SYSTEM

In recent years the term *Level* has come into widespread use in foreign languages, replacing the more traditional names Spanish I, French II, etc. that have been applied to courses. The Course Content Outlines for this present *Course of Study* have been written with the Level concept in mind.

The dividing of languages into levels of accomplishment frees instruction from limitations of time and grade. Minimum structural accomplishments are established for each level. One full school year can be devoted to mastering a certain level or several years can be taken to learn the same structural content. With newer advances in the language learning process, ability grouping, and better methods of instruction, the accomplishment of a level in less than a school year will become feasible permitting rapid student progress and resultant saving of instructional time. This permits a certain level to be taught at any place in the development of the student from kindergarten through grade twelve.

The Level System is easily adapted to many sequences and types of instruction from a foreign language in the elementary school program to programmed learning through a teaching machine. It permits much wider flexibility than the more traditional course time-block concept.

I. *Three year program:* To begin at any grade level, seven through ten.

Level I	Level II	Level III

II. *Four-year program:* To begin at any grade level, seven through nine.

Level I	Level II	Level III	Level IV

III. *Five-year program:* To begin in grades seven or eight.

Level I	Level II	Level III	Level IV	Level V

IV. *Six-year program:* To begin in grade seven. Level I is to be accomplished in two steps, the first part in grade seven and the second in grade eight. Classes could meet either three or five times per week.

Level 1-A	Level 1-B	Level II	Level III	Level IV	Level V

V. *Ten-year program:* To begin in grade three. Level I should be accomplished in four steps from grades three through six. Grades seven and eight should be devoted to Level II. The twelfth grade should be devoted to maintaining and increasing competency.

3 4 5 6	7 8	9	10	11	12
Level I	Level II	Level III	Level IV	Level V	Advanced Studies

COURSE CONTENT OUTLINES

To insure equal instruction in the schools of Nevada, the following *Course Content Outlines* have been developed by working committees of skilled and experienced teachers. The elements of structure and vocabulary presented are to be considered the minimum acceptable accomplishments for the completion of each level.

In keeping with the *Philosophy of Foreign Language Education* and the *Objectives* listed previously, the basic criteria upon which evaluation of accomplishment is to be based is performance in communication. The ability of the student to use correctly the elements of structure in speech and writing is more important than an ability to describe or name them.

SUGGESTED TIME ALLOTMENTS

Many modern foreign language teachers wonder how much of the total school year should be devoted to learning each of the four fundamental skills. The following time allotments are suggested as indicative of what the foreign language teaching profession as a whole is currently doing. These points should be kept in mind:

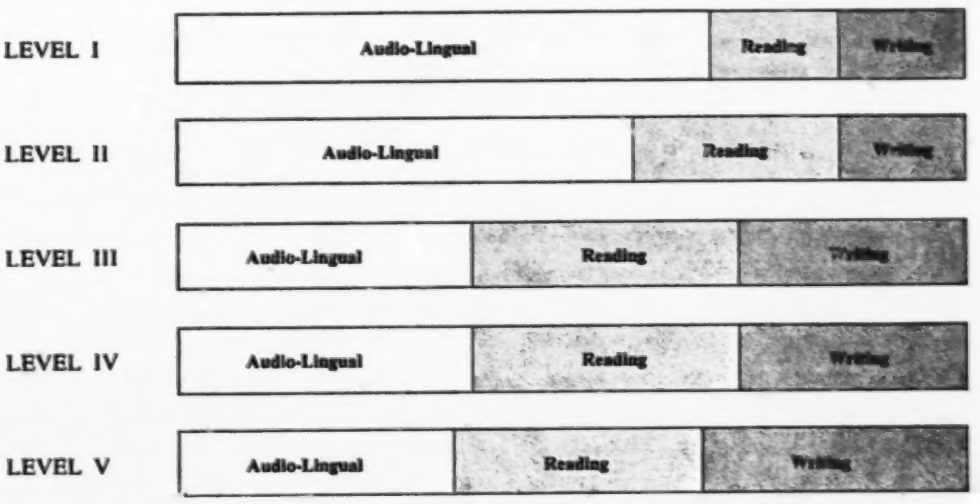
1. Level I begins with an extended pre-reading period, without texts or any reference to written symbols.
2. Initially, structures and vocabulary are audio-lingually presented and mastered in context.
3. In Level I the student is not asked to read anything that he has not first learned audio-lingually.
4. Writing in Level I is usually practiced in short dictation exercises.
5. Reading at all levels should be without conscious reference to English except when formal translation is taught at the advanced levels.

Approximate time allotments for the fundamental skills are:

AUDIO–LINGUAL

	Hearing (percent)	Speaking (percent)	Reading (percent)	Writing (percent)
Level I	40	30	20	10
Level II	30	30	30	10
Level III	20	20	40	20
Level IV	20	20	40	20
Level V	20	20	30	30

These can be expressed graphically as follows:



CLASS SIZE

To provide students with adequate opportunity to develop language skills and to enable teachers to provide for individual differences among students, care must be taken to limit class size. Ten to twelve students are considered ideal; 25 students shall be regarded as the maximum class size; numbers beyond this are administrative expedients and are not educationally sound.

SECOND FOREIGN LANGUAGES

Since a second foreign language is learned with much greater ease than the first, able students should be encouraged to study a second foreign language. This study should begin only after the completion of Level II of the first foreign language. Exceptional students might even be able to undertake a third language in grade eleven. Two foreign languages should never be started at the same time.

COURSES

The *Course of Study* details course content in the following modern languages:

French, Levels I–V
German, Levels I–V
Italian, Levels I–V
Russian, Levels I–V
Spanish, Levels I–V
Other languages:
Levels I–V (Arabic, Chinese, Hindi, Japanese, Portuguese, etc.)
Advanced studies, Level VI—All languages

LATIN

Latin, perhaps the most traditional subject area of the curriculum, is being revitalized. No longer is Latin to be viewed as a medium through which one achieves objectives that properly belong elsewhere.

The study of Latin should have as its basic objectives:

1. Familiarity with a flectional language from which many modern languages have evolved.
2. Familiarity with Latin literature.
3. Familiarity with Latin as the expression of a culture that has been of fundamental importance in the development of the civilization of Europe and the Western Hemisphere.

Latin should be offered as a *second* foreign language, never as the first. The first should be a modern foreign language. After the student has demonstrated language aptitude and interest by completing at least two levels of a modern language, he should be encouraged and permitted to study another foreign language. The choice may be Latin or an additional modern language. The study of the first foreign language should not be interrupted, but continue for at least 6, and preferably 10 years.

School administrators, curriculum planners, guidance personnel, teachers and other interested persons should note that teaching Latin is not recommended as an aid to the learning of English vocabulary or English grammar. English teachers can achieve these objectives with considerable economy of time and effort. Legal, scientific, and medical Latin are considerably removed from the classical Latin taught in the public schools. Institutions of higher learning that provide specialized training in these fields do not, in the main, require Latin as a prerequisite to admission. Required training in Latin needed for these professions will usually be provided by the professional school.

The study of Latin has finally returned to its rightful and logical place in the curriculum; not of the study of Latin for the sake of secondary values, but for the sake of the study of Latin itself.

FRENCH

The following course of study has been compiled as a standard for the teaching of French in five levels. This has been based on the main linguistic objectives as expressed previously: hearing, speaking, reading, and writing. The main nonlinguistic objectives have also been kept in mind, so that the French language should be taught in an environment which appreciates the past and present of France and its influence upon the United States.

FRENCH

LEVEL I

SPECIFIC OBJECTIVES

1. To develop facility and fluency with spoken French.
2. To develop the ability to read and write in French anything that the student can express orally.
3. To develop an insight into French civilization, culture, and thought processes through the medium of the French language.

COURSE CONTENT

Phonology:

1. All the phonology of the French language.
2. The most commonly used intonation patterns.
3. The proper use of stress, pitch, and elision within the experience of the learner.

Verbs:

1. Terminations and common uses of the infinitive.
2. Regular verbs of all conjugations **(-er, -ir, -re)** as needed in the following tenses:
   (a) Present.
   (b) **Passé composé.**
   (c) Future.
   (d) Imperfect.
   (e) Imperative.
   (f) Present subjunctive.
3. The irregular verbs **être, avoir, faire, dire, aller, voir, vouloir, venir, prendre, mettre, lire, écrire,** and **ouvrir** in the tenses listed above.
4. Use of reflexive verbs as needed.
5. Formation of the negative.
6. Formation of the interrogative.
7. Common idioms with **avoir** and **faire.**
8. Necessary impersonals (i.e., **il faut** plus an infinitive).
9. Orthographic verbs such as **manger** and **acheter** as needed.

10. Formation, agreement, and use of past participles.
11. The use of **voilà, voici,** and **il y a.**
12. The use of **aller** plus the infinitive in the present tense.
13. The use of **vouloir** plus the infinitive in the present and conditional tenses.
14. Common idioms in context.
15. The functional use of any verb required for classroom routines.

Adverbs:

1. Common adverbs in context.
2. Regular comparison of adverbs and irregulars as they appear in context.
3. The adverbs of negation.

Nouns:

1. Gender and number within the vocabulary of the learner.
2. Formation of regular plurals and irregulars as they occur in context.

Pronouns:

1. Subject pronouns including **ce** and **on.**
2. Direct and indirect object pronouns, including combinations with **en** and **y.**
3. Interrogative pronouns.
4. Demonstrative pronouns **ce, ça,** etc.
5. Disjunctive pronouns.
   (a) With imperatives.
   (b) As the object of a preposition.
   (c) With compound subjects.

Adjectives:

1. Agreement and position.
2. Possessive adjectives.
3. Interrogative adjectives.
4. Demonstrative adjectives.
5. Regular comparison and irregulars as they occur in context.
6. Articles.
   (a) Definite articles, including elision.
   (b) Indefinite articles, including contractions.
   (c) With **de** to denote possession.
   (d) Affirmative and negative of the partitive.
   (e) With parts of the body and clothing.

Prepositions:

1. Common prepositions as they occur in context.
2. Special use of and differences between **a, de** and **en.**

Conjunctions:

1. Commonly used conjunctions as they occur in context.

Miscellaneous:

1. Numerals (cardinal, ordinal, and simple arithmetical processes).
2. Days of the week, months, dates.
3. Telling time.
4. Introduction of simple reading without conscious translation or reference to English.
5. Simple sentence construction.
6. Cultural attitudes as expressed in the language (use of **tu** versus **vous,** etc.).

FRENCH

LEVEL II

SPECIFIC OBJECTIVES

1. To develop almost total fluency within the scope of the student's vocabulary and maturity.
2. To read with a considerable degree of accuracy short passages of a nontechnical nature without conscious reference to English.
3. To begin to acquire a specific knowledge of French civilization.

COURSE CONTENT

Verbs:

1. Complete the mastery of regular verbs and common irregular verbs in the commonly used indicative and subjunctive tenses.
2. The formation and use of the present participle.
3. The use of common auxiliaries.
4. Uses of the infinitive.
5. Formation of simple conditions using the present-future and the imperfect-conditional tenses.
6. Impersonals as needed.

Nouns:

1. Complete irregular plurals of nouns acquired as vocabulary.

Pronouns:

1. Further uses of **y.**
2. Positions of double object pronouns with verbs.
3. Relative pronouns.
4. Demonstrative pronouns.
5. Interrogative pronouns (**lequel,** etc.).

Adjectives:

1. Irregular adjectives as they occur in context.
2. Partitive in all forms, including omission.

FRENCH

LEVEL III

SPECIFIC OBJECTIVES

1. To be able to converse with considerable fluency in the language with good pronunciation and intonation and to understand native speakers with considerable ease.
2. To be able to read with ease and understanding without reference to English.
3. To be able to write with correctness and clarity on brief topics of a nontechnical nature.
4. To develop specific knowledge of French literature, music, art, history and geography.

COURSE CONTENT

Verbs:

1. Additional irregular verbs in context.
2. Sequence of tenses with the subjunctive.
3. Uses of the subjunctive after certain conjugations and expressions.
4. The pluperfect, future perfect, and conditional perfect tenses.
5. Verb + **a** or **de** + the infinitive.
6. Uses of the past infinitive.
7. **Faire faire** construction.
8. The **passé simple** and imperfect subjunctive for literary use only.

Pronouns:

1. Possessive pronouns (**le mien,** etc.).
2. Relative pronouns **oú** and **dont.**
3. Indefinite pronouns (**il** versus **ce,** etc.).
4. Change in meaning with change in position.

Prepositions:

1. Continued uses of prepositions including idiomatic expressions.

FRENCH

LEVEL IV

SPECIFIC OBJECTIVES

1. Carry on conversations with distinct fluency.
2. Write and/or speak original compositions of considerable complexity with comparative ease.

3. Study specific phases of French culture, history, art, and civilization.

COURSE CONTENT

Students at this level should:

1. Carry on free, as well as assigned, conversations.
2. Give and discuss oral reports on France and French history, literature, current problems, and prominent personalities.
3. Read assigned and other works of literature, including periodicals, plays, poetry, etc.
4. Review structure and syntax as need arises in written work.
5. Do resume and precis writing as outside class assignments or as examinations in class.
6. Study further the highlights of French culture in the sciences, politics, institutions, etc.
7. Memorize short passages of French poetry, fables, etc.
8. Be provided with the opportunity to hear a variety of native speakers of French, preferably with varying sex, age, background, and regional pronunciations.
9. Be introduced to formal translation.

The class will be conducted in the French language.

FRENCH

LEVEL V

SPECIFIC OBJECTIVES

1. To attain mastery of the French language commensurate with the maturity and interests of the student.
2. To gain specific knowledge and skills in other disciplines through the medium of the French language.

COURSE CONTENT

Students at this level should:

1. Carry on sustained conversations at a normal French rate.
2. Read extensively without reference to English.
3. Develop the skill of formal translation.
4. Be able to write compositions of some length without reference materials.
5. Continue activities listed under Level IV.

The class will be conducted in the French language.

GERMAN

One of the world's major languages, German has long been taught in the public schools of the United States. Although the teaching of German suffered a decline following World War I, its importance is once again being recognized by the people of the United States.

The German language is not only the national language of Germany and Austria but is the native tongue of a large segment of the populations of Switzerland, the former territories of the Austro-Hungarian Empire, and other nations of Central Europe. German is widely used as a second language in much of Europe and is closely linked linguistically to Dutch, Flemish, English, and the Scandinavian languages.

The importance of German in commerce, music, literature, and the sciences is well known throughout the world. In addition, German language and culture have influenced to a marked degree the civilization of the United States.

GERMAN

LEVEL I

SPECIFIC OBJECTIVES

1. To develop facility and fluency with spoken German.
2. To devlop the ability to read and write in German anything that the student can express orally.
3. To develop an insight into German civilization, culture, and thought processes through the medium of the German language.

COURSE CONTENT

Verbs:

1. The present tense of:
   (a) Regular verbs.
   (b) Verbs with separable prefixes.
2. The present tense of the verbs **haben, sein,** and **werden.**
3. The present tense of the following verbs with vowel changes:
   (a) **Gaben, sprechen, essen, treffen, sehen, lesen.**
   (b) **Fahren, gefallen, lassen.**
   (c) **Vergessen, nehmen.**
4. Common verb phrases with: **mussen, konnen, wollen, sollen, werden, durfen, mogen.**
5. The imperative in:
   (a) Formal commands.
   (b) Mild commands.
   (c) Familiar commands.

6. The present perfect tense of both strong and weak verbs including:

(a) Formation of the present participle of regular verbs and the addition of the prefix **ge-.**

(b) The use of **haben** and **sein** as auxiliaries.

(c) Past participles of most common irregular verbs.

Adverbs:

1. Commonly used adverbs in context.

Nouns:

1. Singular and plural of common nouns in context.
2. Position of nouns as direct and indirect objects.

Pronouns:

1. Personal pronouns in the singular and plural of nominative, accusative and dative cases.
2. Interrogative pronouns **wer** and **was** in the nominative, accusative, and dative.
3. Position of pronouns as direct and indirect objects.

Adjectives:

1. Definite and indefinite articles, **kein,** and possessive adjectives in the nominative case, accusative case, and dative case singular.
2. The position of adjectives.

Prepositions:

1. Dative prepositions.

Conjunctions:

1. Common coordinate conjunctions in context.

Miscellaneous:

1. Syntax of common sentence patterns.
2. Numerals (cardinal, ordinal, simple, arithmetical processes).
3. Days of the week, months, dates, telling time.
4. Common expressions concerning weather.
5. Names of objects and commands relating to daily classroom routine.
6. The Antigua, or modern, alphabet will be used for all instruction in the German language.

GERMAN

LEVEL II

SPECIFIC OBJECTIVES

1. To develop an almost total fluency within the scope of the student's vocabulary and maturity.
2. To read with a considerable degree of accuracy short passages of a nontechnical nature without conscious reference to English.
3. To begin to acquire specific knowledge of German civilization.

COURSE CONTENT

Verbs:

1. Further verbs conjugated with **sein.**
2. Mastery of regular verbs in the following tenses:
   (a) Present indicative.
   (b) Future indicative.
   (c) Present perfect indicative.
   (d) Past indicative.
   (e) Past perfect indicative.
3. Irregular weak verbs.
4. Modal auxiliaries in required verb tenses.
5. Uses of the subjunctive mood.
6. Verbs which require the genitive and dative cases, including **antworten, danken, dienen, glauben, helfen,** and **vergeben.**
7. Reflexive verbs.

Nouns:

1. Common irregular or "mixed" nouns, both singulars and plurals, in context.
2. Dative case plurals.

Pronouns:

1. Relative pronouns.
2. **Da-** compounds and **wo-** compounds.

Adjectives:

1. Adjectival endings in context.
2. Capitalization of adjectives used as nouns.
3. Comparisons of adjectives in context.

Prepositions:

1. Accusative prepositions.
2. Two-way prepositions (**in, an, ant,** etc.).

Conjunctions:

1. Subordinating conjunctions.

Miscellaneous:

1. Syntax
   (a) Inverted (verb-subject).
   (b) Verbs in dependent clauses introduced by subordinating conjunctions.
   (c) Indirect statements and questions.
2. A wide vocabulary commensurate with the maturity and interests of the student.

GERMAN

LEVEL III

SPECIFIC OBJECTIVES

1. To be able to converse with considerable fluency in the language with good pronunciation and intonation and to understand native speakers with considerable ease.
2. To be able to read with ease and understanding without reference to English.
3. To be able to write with correctness and clarity on brief topics of a nontechnical nature.
4. To develop specific knowledge of German literature, music, art, history, and geography.

COURSE CONTENT

Verbs:

1. Use of the infinitive with **zu.**
2. Use of the present perfect and imperative with modal auxiliaries.
3. The conditional tense.
4. Common uses of the passive voice in context.
5. Separable prefixes, including grouping and generalizations.
6. Additional uses of reflexive verbs, including the dative.
7. Nominalization of verbs.

Adverbs:

1. Adverbs modified by adjectives.

Nouns:

1. The genitive case.
2. Formation of compound nouns with prepositions and adjectives.

Pronouns:

1. Additional demonstrative pronouns.
2. Additional relative pronouns.

Adjectives:

1. Participles used as adjectives.
2. Expressions of quality.
3. Unpreceded adjectives.
4. Comparison of adjectives.
5. Nominalization of adjectives.
6. Adjective building.

Syntax:

1. Word order in coordinate clauses.
2. Word order in subordinate clauses.
3. Word order in relative clauses.
4. Word order in impersonal constructions.
5. Time before place.

GERMAN

LEVEL IV

SPECIFIC OBJECTIVES

1. Carry on conversations with distinct fluency.
2. Write and/or speak original compositions of considerable complexity with comparative ease.
3. To study specific phases of German culture, history, art, and civilization.

COURSE CONTENT

1. The student should be free to pursue individual interests within the wide scope of Germanic civilization and culture.
2. The student should attain a good fundamental knowledge of the great men of German literature through reading, without translation, selections from the classics of the 18th, 19th, and 20th centuries.
3. The student should attain a knowledge of the social and political history of the German nation through reading.
4. The student should write extensively in German without need to refer to English.
5. The student should be introduced to the art of formal translation.
6. The class will be conducted in the German language.

GERMAN

LEVEL V

SPECIFIC OBJECTIVES

1. To attain mastery of the German language commensurate with the maturity and interests of the student.
2. To gain specific knowledge and skills in other disciplines through the medium of the German language.

COURSE CONTENT

1. The continuation toward depth in the skills and applications of patterns presented in Levels I, II, and III.
2. Intensive and extensive reading of contemporary German selections.
3. The art of translation should be further developed to a state of competence.
4. The student should do free compositions and writing on assigned topics and compositions of considerable length with the aid of an all-German dictionary.
5. The student should be exposed to regional and dialectual pronunciations and meanings in German, including **Plattdeutsch,** Austrian, and **Schwyzer-Tutsch.**
6. The class will be conducted in the German language except when working with formal translation.

ITALIAN

Italian is one of the most important and most beautiful of the romance languages and is spoken not only throughout Italy, but by millions of Italian emigrants to many parts of the world, and to a limited extent by the descendents of those emigrants. Due to distance, lapse of time, and the numerous dialects spoken, the spoken language of these people has become greatly divergent. There is, therefore, a great need to provide sound instruction in standard Italian.

In addition, millions of people, not only of Italian extraction, but from all nations of the earth, visit Italy yearly as students, tourists, and for commercial and other reasons. Thousands come to study its art, music, architecture, and history.

Accordingly, the following minimum standards are required for the five levels of Italian.

ITALIAN

LEVEL I

SPECIFIC OBJECTIVES

1. To develop facility and fluency with spoken Italian.
2. To develop the ability to read and write in Italian anything that the student can express orally.
3. To develop an insight into Italian civilization, culture, and thought processes through the medium of the Italian language.

COURSE CONTENT

Phonology:

1. All the phonology of the Italian language.
2. The most commonly used intonation patterns.
3. Proper use of stress, pitch, and elision within the experience of the learner.

Verbs:

1. Terminations in **-are, -ere,** and **-ire.**
2. Formation and uses of all persons including the **voi** form of regular verbs in the following tenses:
   - (a) Present indicative.
   - (b) Past absolute indicative (past definite).
   - (c) Past descriptive indicative.
   - (d) Commands:
     - (Polite—using present subjunctive.)
     - (Familiar—using imperative.)
   - (e) Future indicative.
   - (f) Present perfect indicative for both transitive and intransitive verbs.

3. Present indicative of irregular verbs: **essere, stare, dire, fare, andare, avere, potere, mettere, sapere, conoscere, dovere, volere.**
4. Present indicative of irregular verbs inserting **-isc** before the endings: **pulire, capire, finire.**
5. Common orthographical changing verbs such as **dimenticare.**
6. Future tense of irregular verbs: **avere** and **essere.**
7. Formation of past participle of regular verbs and agreement of past participle with auxiliary **essere.**
8. Irregular past descriptive of **essere.**
9. Common usage of the Italian verb including:
   (a) Uses of auxiliary verbs **essere** and **stare.**
   (b) Use of **essere** and **avere** in formation of present perfect.
   (c) Proper syntax of the verb including that of the interrogative and negative forms.
   (d) Formation of tenses with reflexive verbs, and change of meaning with reflexive verbs.
   (e) Reflective **chiamarsi** in classroom expressions: **mi chiamo, si chiama,** etc.
   (f) Use of impersonal verb **piacere.**
   (g) **Sapere** versus **conoscere.**
   (h) Common idiomatic expressions with **avere, fare, essere, stare** and **andare.**

Adverbs:

1. Position of adverbs.
2. Formation of adverbs from adjectives using **-mente.**

Nouns:

1. Gender.
2. Number.
3. Formation of plurals of regular nouns.
4. Formation of plurals of irregular nouns ending in: **-co, -ca, -go, -ga, -cia, -gia.**
5. Formation of plurals of irregular nouns in **-o** in the singular, and **-a** in the plural. **(l'uomo-gli uomini.)**
6. Irregular nouns with changed plurals: **l'uomo-gli uomini.**
7. Irregular nouns ending in **-ista** and **-cida.**
8. Dimunitives and augmentatives.

Pronouns:

1. Personal pronouns.
   (a) Subject—their use and omission.
   (b) Direct and indirect objective pronouns.
   (c) Disjunctive and conjunctive personal pronouns and their use.
   (d) Reflexive pronouns.
   (e) Prepositional pronouns.
   (f) Placement patterns of single and double pronouns.
2. Demonstrative pronouns.

3. Possessive pronouns.
4. Interrogative pronouns.
5. Invariable relative pronouns **che, chi** and **cui** and their use.
6. Proper use of **lei, lui, voi, loro, tu, Lei,** and **Loro.**

Adjectives:

1. Position.
2. Agreement in number and gender.
3. Possessive adjectives.
4. Demonstrative adjectives.
5. Regular comparatives and superlatives.
6. Definite articles:
   (a) Before nouns showing relationship.
   (b) Use with titles in address.
   (c) Use in partitive constructions.
   (d) Combinations of definite articles with prepositions.
   (e) Use with names of countries.
   (f) Use with possessives.
7. Indefinite articles and their use.

Prepositions:

1. Contraction of prepositions with definite articles.
   (Common prepositions: **a, di, da, con, su, per, in.**)
2. Preposition **di** plus definite article to convey meaning of some or any.

Miscellaneous:

1. Alphabet of the Italian language and proper combinations of sounds of letters for correctness in pronunciation, syllabication and stress.
2. Numerals: Cardinals from 1–1,000; Ordinals from 1st through 20th.
3. Days of week, months and seasons.
4. Expressions of time, weather and age.
5. Common expressions of greetings and courtesy and commands.
6. Use of **tu** versus **Lei; voi** versus **Loro,** in accepted conversational practice.
7. Variable meaning of **ne.**
8. Common articles of clothing; parts of the body, and colors.
9. Cultural attitudes as reflected in the language.

ITALIAN

LEVEL II

SPECIFIC OBJECTIVES

1. To develop an almost total fluency within the scope of the student's vocabulary and maturity.

2. To read with a considerable degree of accuracy short passages of a nontechnical nature without conscious reference to English.
3. To begin to acquire specific knowledge of Italian civilization.

COURSE CONTENT

Phonology:

1. Continued practice toward the attainment of native pronunciation.
2. Mastery of less common intonation patterns.

Verbs:

1. Continued practice in and additional study of irregular verbs in the present indicative.
2. Continued study of past absolute indicative of regular and irregular verbs including the verbs: **scendere, chiudere, nascere, dire, venire.**
3. Formation of conditional indicative and its use.
4. Formation and uses of present subjunctive of regular and irregular verbs.
5. Formation and use of past subjunctive of regular and irregular verbs.
6. Review and continued practice of compound tenses with **essere** and **avere.**
7. Formation and use of past perfect and conditional perfect tenses.
8. Continued learning of irregular past participles including that of **essere, leggere, rompere, scrivere, volere, potere** and **dovere.**
9. Continued practice in use of verb **piacere** with the additional use of the conditional of this verb.
10. Common usage of the Italian subjunctive in noun, adjective, adverbial and independent clauses and "if" clauses.
11. Common usage of the Italian subjunctive in impersonal expressions.
12. Use of infinitive versus subjunctive in noun clauses.
13. Common usage of the Italian verb including:
    (a) Passive voice.
    (b) Reflexive for the passive.
    (c) Impersonal constructions with **stare, fare** and **andare.**
    (d) Reflexive third singular to give meaning of first plural. (**si fa cosi. Si sta bene qui.**)
    (e) Causative use of **fare.**
    (f) Idiomatic uses of present and past descriptive tenses.
    (g) Distinction in meaning between present perfect, past absolute and past descriptive tenses.

Adverbs:

1. Adverbs of manner.
2. Conjunctive adverbs of place: **Ci, Vi** and **Ne.**
3. Comparison of adverbs.

Nouns:

1. Irregular plurals of common nouns.
2. Invariable nouns in accented last syllable: **(il re, i re)**; **(la citta, le citta)**; **(il lunedi, i lunedi)**.
3. Nouns in **-i** and in **-u.**
4. Nouns in **-o** with an irregular plural in **-a** such as: **il calcagno, le calcagna; l'uovo, le uova; il braccio, le braccia; il ginocchio, le ginocchia; il dito, le dita.**
5. Diminutive, augmentative and pejorative suffixes on nouns to include meanings of disparagement or a disdaining tone.
6. Verbals used as nouns.

Pronouns:

1. Continued practice in direct and indirect object pronoun combinations.
2. Continued practice in possessive pronouns and their use with definite articles and instances where omission of definite article is permitted.
3. Position of direct and indirect object pronouns in command forms.
4. Continued practice with relative pronouns and their use.
5. Continued practice with reflexive, demonstrative, disjunctive and conjunctive pronouns.
6. Variable reflexive pronouns.
7. Double objective pronouns and their positions before or after verbs and with infinitives.

Adjectives:

1. Irregular adjectives in which the letter **-h** is inserted when **-c** and **-g** are followed by **-e** and **-i (chi, ghi)** to retain original sound of **-c** and **-g.**
2. Shortened forms of adjectives: **buono, bello, guello, santo** and **grande.**
3. Regular and irregular comparatives and superlatives.
4. Absolute superlatives.
5. Past participles used as adjectives.
6. Invariable **gualche** followed by singular noun.
7. Continued use of partitive **di.**
8. Comparison of equality and inequality.
9. Possessive adjectives versus possessive pronouns.

Prepositions:

1. Use of **da** versus **per: E tempo da mangiare; Ce' da mangiare; la forchetta per mangiare.**
2. Idiomatic uses of **da** and **a:** at the place of, at the house of.

Miscellaneous:

1. Introduction to fractions.
2. An understanding of the metric system of weights and measures since this system is used universally by Italians.
3. Familiarity with **ecco** (here is, here are) and in combination with **mi, ti, lo, la, ci, vi, li,** and **le.**
4. Develop a deeper insight into the Italian customs and culture through the medium of the Italian language.
5. Begin to acquire specific facts concerning the geography of Italy and to develop an awareness of the numerous dialectal divisions of the country.

ITALIAN

LEVEL III

SPECIFIC OBJECTIVES

1. To be able to converse with considerable fluency in the language with good pronunciation and intonation and to understand native speakers with considerable ease.
2. To be able to read with ease and understanding without reference to English.
3. To be able to write with correctness and clarity on brief topics of a nontechnical nature.
4. To develop specific knowledge of Italian literature, music, art, history and geography.

COURSE CONTENT

Verbs:

1. Formation and use of regular verbs in the following tenses:
   (a) Conditional perfect.
   (b) Future perfect (for recognition purposes).
   (c) Past perfect.
2. Continued study of irregular verbs in all tenses covered on previous levels.
3. Continued practice and study of additional irregular verbs including **bevere, porre, mettere.**
4. Continued study of irregular verbs in the past subjunctive and their use.
5. Additional uses of subjunctive (present and past) in adverbial clauses.
6. Optative subjunctive.
7. Impersonal use of verbs continued; also personal verbs used impersonally.
8. Verbs: **stare, andare, venire** with gerund to indicate continuity of an action.
9. **Andare** plus the past participle to mean necessity.
10. Verb **stare per** plus the infinitive to indicate immediate future.

Adverbs:

1. Invariable **tanto** in adverbial phrases.
2. Position of some adverbs either before or following the adjective such as **abbastanza.**

Nouns:

1. Determinative nouns used both as nouns and as adjectives.
2. Infinitive used as a noun: **Il parlare.**
3. Definite article used as a substantive: **Il bene; Il male.**
4. Continued study and familiarity with suffixes, proper use of which is one of the most delicate points of the Italian language.

Pronouns:

1. Difference in use between **che** and **cui.**
2. Continued practice in all pronouns covered on previous levels.

Adjectives:

1. Demonstrative adjectives used as pronouns.
2. Adjective **tanto** also used as substantive of quantity.
3. Adjective **altro** versus **un altro.**
4. **Che** as adjective.
5. Invariable determinative nouns used as adjectives.

Prepositions:

1. Preposition **a** in phrases of time or of manner.
2. **Da** plus noun to denote quality or purpose.
3. Partitive **di** to indicate quality.

Miscellaneous:

1. An intensive review of structural principles presented in Levels I and II, with expanding study of detail of the language.
2. Selected readings in the language with a view toward attainment of a wide range of vocabulary through oral discussion of the material in Italian.
3. Preparation of reports and short talks on subjects within the scope of the student's interest, ability, and background.
4. Introduction to specific forms employed in literary style or forms restricted to poetry.

ITALIAN

LEVEL IV

SPECIFIC OBJECTIVES

1. Carry on conversations with distinct fluency.
2. Write and/or speak original compositions of considerable complexity with comparative ease.

3. To study specific phases of Italian culture, history, art, and civilization.

COURSE CONTENT

1. The continuation toward depth in the skills and in applications of patterns presented in Levels I, II, and III.
2. Extensive reading with emphasis on a cultural appreciation and insight.
3. Selected readings from Italian authors, particularly contemporary and modern authors, and discussions of the materials read in the language.
4. Complete interpretation of the use of Italian idioms to better understand Italian literary works.
5. A finishing course in complete detail of the structure of Italian through the use of a text written completely in the Italian language with appropriate materials and readings.

ITALIAN

LEVEL V

SPECIFIC OBJECTIVES

1. To attain mastery of the Italian language commensurate with the maturity and interests of the student.
2. To gain specific knowledge and skills in other disciplines through the medium of the Italian language.

COURSE CONTENT

1. Practice in the four language skills to the point of near native ability and the maintenance of these skills.
2. The use of the Italian language not only as an end in itself, but to study in depth specific content in other disciplines entirely in the Italian language. Level V should be taught only by a teacher with native fluency.
3. Practice in commercial correspondence.
4. Research by the individual in the field or fields of his special interest, with reading and study of available materials on the subject to be obtained from such sources as the United States Department of State, Postal Department and other sources within the United States and from Italian sources.
5. A study of industrial, diplomatic, commercial, and scientific aspects and contributions of Italian civilization as expressed in oral and written reports, talks, and discussions. These should include a wide use of periodicals published in Italy on subjects of interest to individual students.
6. Introduction to the student of dialectal varieties of Italian as spoken by native speakers of varying education, background and regions.

LATIN

Latin, the "Mother" of the romance languages, has long played an important role in education, not only of the United States but of all western civilization. From tiny beginnings on the banks of the River Tiber, this language grew until it was widely used throughout Europe. For centuries it served as the international tongue of European civilization. It has left a legacy of literature, law, and civilization of fundamental importance to American culture.

LATIN

LEVEL I

SPECIFIC OBJECTIVES

1. To develop the ability to pronounce and use Latin words.
2. To develop sufficient knowledge of syntax and inflection forms for comprehensive reading.
3. To develop the ability to recognize, define, and use English derivations encountered during Level I.
4. To develop an appreciation for Roman life and culture and its contributions to western civilization.

COURSE CONTENT

Verbs:

1. Indicative of **sum, possum,** and their compounds.
2. Indicative active and passive of the first, second, third and fourth conjugations.
3. Imperative of all conjugations in the second person singular and plural.
4. Infinitives of all conjugations in the present active and passive.
5. Principal parts of verbs of the first, second, third, and fourth conjugations.
6. Perfect participles of all conjugations.
7. Agreement of the verb with the subject.
8. Use of the infinitive in indirect statements.

Adverbs:

1. Formation of adverbs from adjectives of the three declensions.
2. Comparison of adverbs.

Nouns:

1. The first, second, and third declensions of regular and irregular nouns.
2. Agreement of nouns in apposition or as predicate nominatives.

3. Uses of certain case forms:
   (a) Nominative as subject or predicate nominative.
   (b) Genitive of possession.
   (c) Dative of indirect objects.
   (d) Accusative of the direct object in certain prepositional phrases, as the subject of an infinitive, and to show duration of time.
   (e) Vocative in direct address.
   (f) Ablative of means in prepositional phrases of time and cause, of personal agent, of accompaniment, and of place where.

Pronouns:

1. Agreement of pronouns in apposition or as predicate nominatives.
2. The pronouns: **quis, ego, tu, is, qui, hic, ille, ipse** in singular and plural forms.

Adjectives:

1. The first, second, and third declensions of regular and common irregular adjectives.
2. Agreement of predicate adjectives with the subject.
3. Comparison of regular adjectives.
4. Nominalization of adjectives.
5. The student should be aware of the omission of articles in Latin.

Prepositions:

1. The influence of prepositions upon noun case (see nouns).
2. Omission of prepositions in some instances.

Conjunctions:

1. Common conjunctions as learned in context.

Miscellaneous:

1. A wide range of vocabulary including objects within the classroom, and their descriptions.
2. Numerals:
   (a) Cardinal 1 to 1,000.
   (b) Ordinal 1st to 10th.
3. The prefixes:

a- (ab-, abs-)	**intro-**
ad-	**ob-**
ante-	**per-**
com- (con-, col-, co-, cor-)	**post-**
de-	**prae-**
di-	**pro-**
e- (ex-)	**re-**
in- (im-, il-)	**sub- (sus-)**
in-	**trans-**

4. The suffixes:

-bilis **-arium**
-osus **-ia (-tia, -tas, -tudo)**
-tor (-sor) **-tio (-io, -ium)**
-lus (-olus, -ulus, -culus)

Reading:

1. The student should read short passages for enjoyment without translation.
2. The student should be able to read Latin aloud with assurance and proper pronunciation.

Writing:

1. The student should be able to write sentences of appropriate difficulty, using forms already mastered.
2. The student should be able to write both positive and negative sentences.

LATIN

LEVEL II

SPECIFIC OBJECTIVES

1. To develop further the ability to read and write Latin.
2. To develop further ability in pronunciation.
3. To develop a wider vocabulary of Latin words.
4. To gain additional knowledge of syntax and inflected forms for comprehensive reading and writing.
5. To gain a finer insight and appreciation of Roman life and customs.

COURSE CONTENT

Verbs:

1. Indicative of: **eo, fero, volo, nolo, malo.**
2. Deponent verbs of all six conjunctions.
3. Present, imperfect, perfect, and pluperfect subjunctive, active and passive voice.
4. Perfect infinitive, active and passive, and the future active infinitive of all conjugations and their uses.
5. Present active and future active participles of all conjugations.
6. Gerund.
7. Future passive participle (gerundive) of all conjugations and their uses.
8. Principal parts of verbs.

9. Uses of the Latin verb:
   (a) Independent volitive subjunctive (hortatory).
   (b) Subjunctive in purpose clauses with **ut** and **ne.**
   (c) Subjunctive in result clauses with **ut** and **ut non.**
   (d) Subjunctive in a **cum** clause of situation and of cause.
   (e) Subjunctive in indirect questions.
   (f) Subjunctive in a substantive volitive clause.
   (g) Subjunctive in a relative clause of purpose.
   (h) Subjunctive in a clause of anticipation.
   (i) Subjunctive in subordinate clauses in indirect discourse.
   (j) Sequence of tenses.
   (k) Of a complimentary infinitive.
   (l) Infinitives as subjects and objects.
   (m) Perfect and future infinitives in indirect discourse.
   (n) Gerundive.
   (o) The historical present.
   (p) The subjunctive in a **cum** clause of concession, relative clause of description and a substantive clause of fact with **ut.**

Adverbs, prepositions, and conjunctions:

1. The vocabulary should be broadened by an acquisition of the more common adverbs, prepositions, and conjunctions as learned in context.
2. Comparison of all adverbs.

Nouns:

1. Nouns of the fourth and fifth declensions.
2. Use of noun cases, to include:
   (a) Genitive of description.
   (b) Dative with intransitive verbs, with adjectives, and of agent.
   (c) Dative with compounds.
   (d) Dative of reference of purpose, and of the possessor.
   (e) Locative.
   (f) Ablative absolute.
   (g) Ablative of respect, of separation (without preposition), and of description.
   (h) Ablative with **utor, fruor, fungor, potior, vescor.**

Pronouns:

1. The pronouns: **aliquis, quidam, quisque.**

Adjectives:

1. Comparison of the irregular adjectives: **magnus, parvus, multus, bonus, malus.**
2. Declension of irregular pronominal and numeral adjectives.
3. Further uses with or without the noun.

Reading:

1. The student should read short selections amounting to a total of 50 pages of text as a minimum selected from some of the following:
   (a) Caesar's *Gallic War:* Books I to IV and Book VII.
   (b) Caesar's *Civil War:* Books I to III.
   (c) Eutropius' *Historia Romana.*
   (d) Nepo's *Lives.*
   (e) Latin versions of the adventures of Ulysses, Hercules, and Jason.

Writing:

1. The student should be able to write Latin with facility, using forms and vocabulary already mastered.

RUSSIAN

The 20th century has seen the rise of the Soviet Union to occupy a place of prominence in world leadership. With this rise has come the emergence of the Russian language as one of the major languages of the earth.

Although not the only language of the Soviet Union, Russian is the native language of a majority of the population and through its use as the official language it has become a second language to most of the citizens. In addition, it is widely taught in the nations of Eastern Europe and is used as a second language in many of these areas. Russian is closely related linguistically to many of the other Slavic tongues.

Recent years have seen the Russian language become important, not only for its literary and historical value, but in the fields of science, technology, commerce, and world affairs.

With this increase in world importance the teaching of Russian in the schools of the United States has become of value and will continue to increase. To aid in this instruction the following details the minimum accomplishments for the study of the Russian language.

RUSSIAN

LEVEL I

SPECIFIC OBJECTIVES

1. To develop facility and fluency with spoken Russian.
2. To develop the ability to read and write in Russian anything that the student can express orally.
3. To develop an insight into Russian civilization, culture, and thought processes through the medium of the Russian language.

COURSE CONTENT

Phonology:

1. All the phonemic structure of the Russian language.
2. Common sentence intonation patterns.

Verbs:

1. Present tense of the first conjugation verbs, including: **знать, де́лать, игра́ть,** and **чита́ть.**
2. Present tense of second conjugation verbs, including: **люби́ть, ви́деть, спеши́ть,** and **говори́ть.**
3. Present tense of reflexive verbs, including the contraction of **-ся** to **-сь** through the medium of verbs like **смея́ться, учи́ться,** and **одева́ться.**
4. Interrogation by means of:
   (a) Pitch and inflection.
   (b) The particle **ли.**

5. Imperative forms of verbs commonly used in classroom procedures.
6. Irregular verbs, to include:
   (a) Present tense of **давать, éхать, жúть, идтú, холúть,** and **хотéть.**
   (b) Past of **бы́ть.**
   (c) Present and past of **éсть.**
7. Expression of need by use of the dative case and **нýжен.**

Adverbs:

1. Common adverbs in context.
2. Negation with the particles **не** and **нéт.**
3. Interrogative adverbs in context, including **кудá** and **гдé.**

Nouns:

1. Nominative case, singular and plural.
2. Genitive case, singular.
   (a) To denote possession.
   (b) Following **óколо, пóсле,** and **у.**
   (c) In response to **котó?** and **чегó?**
3. Accusative case, singular.
   (a) To denote the direct object.
   (b) With the prepositions **в** and **на.**
4. Instrumental case, singular and plural, including:
   (a) Use with **довóлен.**
   (b) After the prepositions **с, под, над,** and **пéред.**
5. Locative case, singular and plural, following the prepositions **о, в,** and **на.**

Pronouns:

1. Personal pronouns.
   (a) Nominative case of **óн, онá,** and **онó.**
   (b) Genitive, locative and accusative cases of all persons.
2. Demonstrative pronouns in context, to include **э́то.**
3. Possessive pronouns, nominative singular and plural, to include:
   (a) **мóй, твóй, нáш,** and **вáш.**
   (b) Forms and uses of **чéй.**
4. Interrogative pronouns **кто́** and **что** in all cases.

Adjectives:

1. The student should be aware of the omission of articles in Russian.
2. Gender and agreement of adjectives.
3. "Hard" and "soft" forms of regular adjectives in the nominative case and other cases as they occur in context.
4. The interrogative adjective **какóй.**

Prepositions:

1. Common prepositions in context.
2. Government of noun case by prepositions.

Miscellaneous:

1. The Russian alphabet, both printed and cursive forms.
2. A wide vocabulary, to include:
   (a) Greetings, expressions of health and courtesy.
   (b) Expressions of time and weather.
   (c) Numerals, cardinal to 100.
3. The patronymic system.

RUSSIAN

LEVEL II

SPECIFIC OBJECTIVES

1. To develop an almost total fluency within the scope of the student's vocabulary and maturity.
2. To read with a considerable degree of accuracy short passages of a nontechnical nature without conscious reference to English.
3. To begin to acquire specific knowledge of Russian civilization.

COURSE CONTENT

Verbs:

1. The past tenses of regular verbs and common irregulars in context to include both perfective and imperfective aspects.
2. Formation of the future with imperfective verbs and **быть.**
3. Formation of the future with perfective verbs.
4. Changes in pronunciation in the imperfective present and perfective future tenses.
5. The past tense of **идти́.**

Adverbs:

1. Formation of adverbs from adjectives.
2. Common adverbs in context.

Nouns:

1. Dative case, singular and plural, including:
   (a) With expressions of age.
   (b) After the preposition **к.**
2. Genitive plural.
3. Feminine nouns ending in **–ь** in the nominative, accusative, genitive, and locative cases.

Pronouns:

1. Demonstrative pronouns, genitive and accusative plurals.
2. Possessive pronouns **его́, её,** and **их** including the addition of **н-.**

Adjectives:

1. Locative adjectives in context.
2. Accusative and genitive cases of adjectives.

Prepositions:

1. Prepositions with the genitive, accusative and locative cases.
2. "From" expressed by **от, из,** and **с.**

Miscellaneous:

1. A wide vocabulary commensurate with the maturity of the learner.
2. Specific knowledge of facets of Soviet geography, history, art, and culture.

RUSSIAN

LEVEL III

SPECIFIC OBJECTIVES

1. To be able to converse with considerable fluency in the language with good pronunciation and intonation and to understand native speakers with considerable ease.
2. To be able to read with ease and understanding without reference to English.
3. To be able to write with correctness and clarity on brief topics of a nontechnical nature.
4. To develop specific knowledge of Russian literature, music, art, history, and geography.

COURSE CONTENT

Verbs:

1. Prefixation of simple verbs.
2. Formation and use of prefixed imperfective verbs by use of the infixes **–ыва–** and **–ива–.**
3. Conjugation of the verbs of motion: **идти́, ходи́ть, е́хать, е́здить, нести́, носи́ть, вести́, води́ть, везти́, вози́ть, лете́ть,** and **лета́ть.**

Nouns:

1. Feminine nouns ending in **–ь** in the instrumental and dative cases.
2. Additional nouns for vocabulary in context.

Adjectives:

1. The dative case.
2. The instrumental case.

Prepositions:

1. Use of prepositions with the dative case.
2. Use of prepositions with the instrumental case.

Miscellaneous:

1. A wide vocabulary for reading and writing skills.
2. The class will be conducted in the Russian language.

RUSSIAN

LEVEL IV

SPECIFIC OBJECTIVES

1. Carry on conversations with distinct fluency.
2. Write and/or speak original compositions of considerable complexity with comparative ease.
3. To study specific phases of Soviet culture, history, art, and civilization.

COURSE CONTENT

1. The continuation toward depth in the skills and in applications of patterns presented in Levels I, II, and III.
2. Extensive reading with emphasis on a cultural appreciation and insight. The teacher should select readings which are commensurate with student maturity and interest. Reading will be without reference to English.
3. The study of specific phases of Soviet civilization which are of interest to the individual student.

RUSSIAN

LEVEL V

SPECIFIC OBJECTIVES

1. To attain mastery of the Russian language commensurate with the maturity and interests of the student.
2. To gain specific knowledge and skills in other disciplines through the medium of the Russian language.

COURSE CONTENT

1. Practice in the four language skills to the point of near native ability and the maintenance of these skills.
2. The use of the Russian language not only as an end in itself but to study in depth specific content in other disciplines entirely in the Russian language. Level V should be taught only by a teacher with native fluency.
3. Level V may be any one of the following:
   (a) Any course regularly listed in Volume I of the *Course of Study,* "High School Graduation Requirements and List of Courses" other than courses in foreign languages, taught completely in the Russian language.
   (b) A specific course in Soviet history, geography, and current affairs taught entirely in the Russian language.
4. Students should be encouraged to actively participate in free discussions of a complex nature and to do extensive outside reading and writing of a formal nature in connection with reports and projects to be presented both orally and in written form.

SPANISH

This *Course of Study* is presented as a minimum outline of accomplishments for the teaching of Spanish in the schools of Nevada. It has been developed to coincide with the Main Linguistic and Nonlinguistic Objectives outlined previously.

We who live in the western part of our country are closely associated with the Spanish language in our everyday life. In this time of emphasis on bilingual citizens, this *Course of Study* is structured not only to develop communication in the language, but to broaden understanding of the heritage and culture that this great language has given us.

The Spanish language to be taught in the Nevada public schools will be the Spanish-American vocabulary and usage. The student should be exposed to Castilian and other regional pronunciations if at all possible.

SPANISH

LEVEL I

SPECIFIC OBJECTIVES

1. To develop facility and fluency with spoken Spanish.
2. To develop the ability to read and write in Spanish anything that the student can express orally.
3. To develop an insight into Hispanic civilization, culture, and thought processes through the medium of the Spanish language.

COURSE CONTENT

Phonology:

1. All the phonology of the Spanish language.
2. The most commonly used intonation patterns.
3. Proper use of stress, pitch, and elision within the experiences of the learner.

Verbs:

1. Terminations and uses of the infinitive.
2. Formation of all persons, except **vosotros,** of regular verbs in the following tenses:
   (a) Present indicative.
   (b) Preterit indicative.
   (c) Imperative.
   (d) Present subjunctive.
3. The irregular verbs **ser, estar, decir, hacer, ir, tener, poder, poner, querer,** and **saber** in the tenses listed above.
4. Stem changing verbs in the present indicative.
5. Common usage of the Spanish verb, including:
   (a) Uses of **ser** and **estar.**
   (b) Syntax of the verb.

(c) Omission of subject pronouns.
(d) Reflexive verbs, including **llamarse** and **gustarse.**
(e) Use of **ir a** to express immediate future.

6. A command of common idiomatic expressions with **tener, hacer,** and **haber.**
7. **Tener que** and **para** plus the infinitive.

Adverbs:

1. Position of adverbs.
2. Formation of adverbs from adjectives using **-mente.**
3. Negation, including the double negative **no . . . nada.**

Nouns:

1. Gender.
2. Number.

Pronouns:

1. Personal pronouns:
   (a) Subject.
   (b) With verb (omitting **le** and **les** as direct objects).
   (c) With preposition.
   (d) Reflexive.
   (e) Placement patterns of double pronouns.
2. Demonstrative pronouns.
3. Interrogative pronouns **quien, que, cual.**

Adjectives:

1. Position, including changes of meaning with change of position.
2. Agreement.
3. Comparison.
4. Possessive adjectives, short form.
5. Demonstrative adjectives.
6. Nominalization of adjectives.
7. Articles, definite and indefinite.
   (a) Use with titles of address.
   (b) Use as a partitive.

Prepositions:

1. Contractions **al, del, conmigo, contigo.**
2. Common uses of the Spanish **a.**
3. Common uses of the Spanish **de.**

Miscellaneous:

1. The numerals.
2. Expressions of time (hours, days, months, dates).
3. Common expressions of greetings and courtesy.

4. Parts of the body.
5. Common articles of clothing.
6. Common colors.
7. Formation and usage of family names.
8. Cultural attitudes as reflected in the language (use of **tu** versus **usted,** etc.).

SPANISH

LEVEL II

SPECIFIC OBJECTIVES

1. To develop an almost total fluency within the scope of the student's vocabulary and maturity.
2. To read with a considerable degree of accuracy short passages of a nontechnical nature without conscious reference to English.
3. To begin to acquire specific knowledge of Spanish civilization.

COURSE CONTENT

Phonology:

1. Continued practice toward the attainment of near-native pronunciation.
2. Mastery of less common intonation patterns.

Verbs:

1. Formation of the present participle.
2. Formation of the past participle of regular verbs with irregulars mastered in context as necessary.
3. Formation and use, in all persons except **vosotros,** of regular verbs in the following tenses:
   (a) Imperfect indicative.
   (b) Future indicative.
   (c) The present perfect.
   (d) The progressives.
   (e) Imperfect subjunctive, **-ra** form.
4. Stem changing verbs in the preterit and present subjunctive.
5. Common usage of the Spanish verb, including:
   (a) Uses of the subjunctive mood when indicated by common signal expressions in the main clause.
   (b) Indirect commands.
   (c) Noun, adverbial, and adjectival clauses.
   (d) Verbs of perception.
6. A command of common idiomatic expressions with **poner, ponerse, hacer . . . que,** and **llegar a ser.**

Adverbs:

1. Comparison.
2. Negative adverbs in context.

Nouns:

1. Verbals used as nouns.
2. Diminutives, as needed.
3. Collective nouns.

Pronouns:

1. Reflexive pronouns, except **os,** to express the passive voice.
2. Position of object pronouns with present and past participles.
3. Interrogative pronouns, as needed.

Adjectives:

1. Past participles as adjectives.
2. Long forms of the possessive adjectives.
3. Further uses of articles, including:
   (a) Articles before infinitives.
   (b) Omission of articles before nouns in apposition.

Prepositions:

1. Contrast of **de** and **para, de** and **con, por** and **para.**
2. Use with measurements and quantities.

Conjunctions:

1. Change of **y** to **e.**
2. Contrast of **pero** and **sino, pero** and **mas.**

Miscellaneous:

1. Develop a deeper insight into Spanish custom and culture through the medium of the Spanish language.
2. Begin to acquire specific facts concerning the geography of Spanish America.

SPANISH

LEVEL III

SPECIFIC OBJECTIVES

1. To be able to converse with considerable fluency in the language with good pronunciation and intonation and to understand native speakers with considerable ease.
2. To be able to read with ease and understanding without reference to English.
3. To be able to write with correctness and clarity on brief topics of a nontechnical nature.
4. To develop specific knowledge of Hispanic literature, music, art, history and geography.

Verbs:

1. Formation and use of regular verbs in the following tenses and moods:
   (a) Conditional indicative.
   (b) Future perfect, conditional perfect, and pluperfect indicative.
   (c) Pluperfect subjunctive, **-ra** form.
   (d) Passive voice with **ser** plus the past participle.
   (e) Sequence of tenses.
2. **Vosotros** form of all verb tenses for reading purposes.
3. **-se** form of the imperfect subjunctive for reading purposes.
4. Additional uses of the subjunctive mood.
5. Orthographical changing verbs ending in **-cer, -cir, -ger, -gir, -uir, -guir, -uar, guar.**

Adverbs: Nominalized adverbs.

Nouns: Augmentatives.

Pronouns:

1. The relatives **el que, la que, lo que.**
2. Redundant use of indirect and direct object pronouns for reading purposes.
3. Reciprocals.

Adjectives:

1. Common adjectives that change meaning with changes in position.
2. Superlatives and absolute superlatives.

Miscellaneous:

1. Review and drill in structures presented in Levels I and II.
2. Intensive and extensive reading, commensurate with the student's interests and ability, including developing cultural insights, expansion of vocabulary, use of all Spanish dictionaries and wide use of Spanish periodicals.
3. Extensive writing within the scope of the vocabulary, to include brief resumes of reading selections, short compositions on assigned topics with emphasis on quality rather than quantity.
4. Oral discussions, including spontaneous and free conversation, oral reports on assigned topics, listening to short lectures on timely subjects delivered in Spanish.
5. Use of the English language shall be avoided.

SPANISH

LEVEL IV

SPECIFIC OBJECTIVES

1. Carry on conversations with distinct fluency.
2. Write and/or speak original compositions of considerable complexity with comparative ease.
3. To study specific phases of Hispanic culture, history, art, and civilization.

COURSE CONTENT

1. The continuation toward depth in the skills and in applications of patterns presented in Levels I, II, and III.
2. Extensive reading with emphasis on a cultural appreciation and insight. The teacher should select readings which are commensurate with student maturity and interest. Reading will be without reference to English.
3. The study of specific phases of Hispanic civilization which are of interest to the individual student.

SPANISH

LEVEL V

SPECIFIC OBJECTIVES

1. To attain mastery of the Spanish language commensurate with the maturity and interests of the student.
2. To gain specific knowledge and skills in other disciplines through the medium of the Spanish language.

COURSE CONTENT

1. Practice in the four language skills to the point of near native ability and the maintenance of these skills.
2. The use of the Spanish language not only as an end in itself but to study in depth specific content in other disciplines entirely in the Spanish language. Level V should be taught only by a teacher with native fluency.
3. Level V may be any one of the following:
   (a) Any course regularly listed in Volume I of the *Course of Study*, "High School Graduation Requirements and List of Courses," other than courses in foreign languages, taught completely in the Spanish language.
   (b) A specific course in Hispanic history, geography, and current affairs taught entirely in the Spanish language.
4. Students should be encouraged to actively participate in free discussions of a complex nature and to do extensive outside reading and writing of a formal nature in connection with reports and projects to be presented both orally and in written form.

OTHER LANGUAGES

The purpose of the *Course of Study for Modern Foreign Languages* is to encourage, rather than restrict, instruction in foreign languages. The preceding *Course Outlines* detail instruction in the more commonly taught languages. However, schools are encouraged to inaugurate instruction in other languages if they so desire.

In order to facilitate the introduction of other foreign languages to the curriculum this section has been included in the formal *Course of Study for Modern Foreign Languages*. Any language included on the list which follows may be taught as a regular subject in any Nevada public or private school provided that courses established meet the requirements that:

1. A sustained sequence of at least 3 years is planned under the direction of a qualified instructor.
2. The objectives which follow are used as a minimum guide for the course. It is expected that this will only serve as a foundation upon which the instructor will build.
3. Application is made to the State Department of Education as prescribed in the *High School Course of Study, Volume I,* "Graduation Requirements and Regulations," page 12.

In 1959 the American Council of Learned Societies, under a contract with the United States Office of Education, established a list of languages that are or will be of major importance to the United States. The listing which follows contains the major neglected languages.

Languages which may be taught under the *General Outline* are:

Afrikaans
Albanian
Amharic
Arabic
Armenian
Assamese
Azerbaijani
Bengali
Berber
Bulgarian
Burmese
Byelorussian
Cambodian
Chinese (Mandarin or Cantonese)
Czech
Danish
Dutch
Esperanto
Estonian
Ewe
Finnish
Gaelic, Scot's or Irish
Greek (modern)
Gujerati
Hausa
Hebrew (modern)
Hindi-Urdu
Hungarian
Ibo
Icelandic
Ilocano
Indonesian-Malay
Japanese
Javanese
Kannada
Kashmiri
Kasak
Kasna-Turkic
Khalkha
Korean
Kpelle
Kurdish
Laotian
Lettish
Lithuanian
Madurese
Malagasy
Malayalam
Marathi
Mongo
Mossi
Nepali
Norwegian
Orija
Panjabi
Pashto
Persian
Polish
Portuguese
Quechua
Rajasthani
Romanian
Serbo-Croatian
Singhalese
Shona
Sindhi
Slovak
Slovene
Sudanese
Swahili
Swedish
Tagalog
Tamil
Telugu
Thai
Tibetan
Tigrinya
Turkish
Twi
Ukranian
Uzbek
Vietnamese
Visayan
Yoruba

OTHER LANGUAGES

SPECIFIC OBJECTIVES

LEVEL I

1. To develop facility and fluency with spoken language.
2. To develop the ability to read and write in the language anything that the student can express orally except in languages written with ideograms.
3. To develop an insight into the civilization, culture, and thought processes through the medium of the spoken language.

LEVEL II

1. To develop an almost total fluency within the scope of the student's vocabulary and maturity.
2. To read with a considerable degree of accuracy short passages of a nontechnical nature without conscious reference to English.
3. To begin to acquire specific knowledge of the target civilization.

LEVEL III

1. To be able to converse with considerable fluency in the language with good pronunciation and intonation and to understand native speakers with considerable ease.
2. To be able to read with ease and understanding without reference to English.
3. To be able to write with correctness and clarity on brief topics of a nontechnical nature.
4. To develop specific knowledge of the literature, music, art, history and geography of the target language.

LEVEL IV

1. Carry on conversations with distinct fluency.
2. Write and/or speak original compositions of considerable complexity with comparative ease.
3. To study specific phases of the target culture, history, art, and civilization.

LEVEL V

1. To attain mastery of the target language commensurate with the maturity and interests of the student.
2. To gain specific knowledge and skills in other disciplines through the medium of the target language.

ALL LANGUAGES

LEVEL VI

ADVANCED STUDIES

Students who commence the study of foreign languages early or who possess talent in this area may attain mastery of Levels I through V before graduation from the secondary school. While such students should have undertaken the study of a second, or even a third, foreign language, they should be encouraged to maintain competency and increase skills acquired in the first.

These students should be encouraged to continue their study of the language in a regular course, conducted by an instructor with native ability, of the seminar type meeting three to five times weekly.

Areas of study should include topics of special importance to the student, especially vocabulary and skills required by vocational interests, and a brief introduction to the science of linguistics.

Level VI may be taken as part of the Advanced Placement Program in cooperation with a college or university.